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DCI Task Force

16 February 1959

THRU : Director of Training
Chief, Assessment and Evaluation Staff, OTR

Assessment and Evaluation Staff Functions

1. This paper is an effort to clarify further AES functions. I have not been satisfied that previous papers present in the proper perspective the complex and integrated activities of the Staff.

2. Table 1 summarizes A&E functions and number of personnel devoted to them at various periods. This table shows:

a. There has been a steady and marked reduction in the number of people devoted to assessment activities.

b. Personnel saved from assessment activities have been utilized to provide psychological services to OTR and other Agency training.

3. Table 2 shows:

a. There has been a marked expansion in assessment services despite the over-all reduction of personnel devoted to these services observed in Table 1.

b. The expansion has occurred by reducing expensive and time-consuming intensive assessment, and developing two levels of assessment which are less time consuming and better adapted to customers' questions.

4. The increased effectiveness and lower unit cost of assessment service have been brought about by:

a. Development of a multiple purpose, objective testing program given apart from the intensive process, and which serves not only as the basis for all subsequent assessment at all levels, but has many training uses.

b. Mechanization of the processing of test data to make it readily retrievable for assessment use.

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SUBJECT: Assessment and Evaluation Staff Functions

c. A referral procedure which resulted in doing no more work than was necessary to help the customer solve his problem.

d. A reduction in the number of people required for test administration and processing through the introduction of more efficient procedures.

5. Test administration, test processing, test development, and the payoff--report to the consumer through the assessment psychologist--are so interlocked that arriving at the proper balance among the activities has required over the past five years much trial and error. The conclusion had been reached that this balance could be maintained with a total number of [] people assigned to assessment activities, a goal to be reached on 1 July 1960. By reducing the number engaged in service to the training activities to [] there results a total T/O of [] This goal was arrived at after intensive scrutiny of our functions, and a two-step discussion with the Director of Training.

6. Had the A&E Staff been surveyed at the close of FY 58, [] bodies would have been found aboard, and the goal of [] arrived at as a good balanced figure. Since FY 58, however, we have lost seven persons, two by resignation, and five transferred to other T/O's. This sudden reduction to [] actual bodies on board has obviously made it difficult for A&E. It cannot be expected that the [] can meet the same Agency requirements as the [] on board during FY 58. FY 59 has provided no evidence of a decrease in these requirements. It is essential, therefore, that we replace the [] assessment psychologists if the assessment activity is to be conducted at its present pace and quality. Replacing these still means that we will have taken a [] per cent cut since FY 58 in terms of actual bodies. In other words, these recent resignations have now thrown A&E activities out of balance, and forced upon me within a very short period more attrition than I had expected to absorb over a year-and-a-half.

7. Attached also is a list of recent customers for psychological assessment. All schools and their subdivisions in the Office of Training, as well as the Office of Communications, SR, [] TSS, and the Office of Personnel, are customers for its training support services.

Enclosures

Tables 1 & 2
List of Customers

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Table 1

Functions and TO of Assessment and Evaluation Staff in
FY 1953, FY 1958 and FY 1960

FUNCTIONS	TO		
	FY 1953*	FY 1958	1 July 1960
PSYCHOLOGICAL ASSESSMENT			
Test administration and processing			
Assessment itself			
Test development and validation			
Management support			
Administrative support			
Total			
PSYCHOLOGICAL SERVICES TO TRAINING			
Formal training of instructors			
Furnish psychological material and/or present it			
Develop new training methods			
Train psychologists for field stations			
Support psychologists at field stations			
Monitor and support training evaluations system			
Total			
GRAND TOTAL			


* Adjusted for 6 day week.

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Table 2

**Numbers of Individuals Assessed in Fiscal 1953
and in Fiscal 1958**

Levels of Assessment	Number of Individuals	
	FY 1953	FY 1958
I. Test Interpretation		
II. Standard Assessment		
III. Intensive Assessment		
Total		

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